COUNCIL OF
ONTARIO UNIVERSITIES

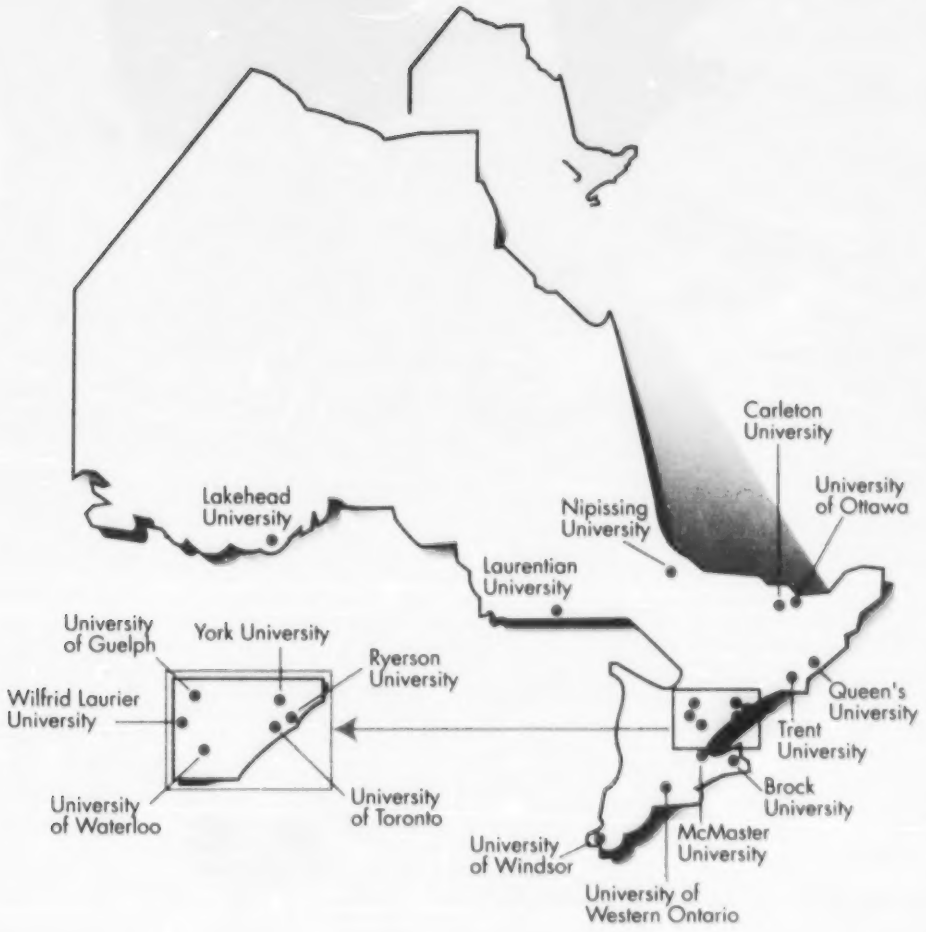
CONSEIL DES
UNIVERSITÉS DE L'ONTARIO

MEMBER INSTITUTIONS

Brock University
Carleton University
University of Guelph
Lakehead University
Laurentian University
McMaster University
Nipissing University
University of Ottawa
Queen's University
Ryerson University
University of Toronto
Trent University
University of Waterloo
The University of Western Ontario
Wilfrid Laurier University
University of Windsor
York University

ASSOCIATE MEMBERS

Ontario College of Art & Design
Royal Military College of Canada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University of Guelph
York University
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Wilfrid Laurier University
Queen's University
Trent University
Brock University
University of Waterloo
University of Toronto
McMaster University
University of Windsor
University of Western Ontario

profile of COUNCIL

The Council of Ontario Universities (COU) represents the collective interests of Ontario's 17 member universities and two associate members, the Ontario College of Art & Design and the Royal Military College of Canada. The organization was formed in 1962 in response to a need for institutional participation in educational reform and expansion.

Today, COU's mandate is to provide leadership on issues facing the provincially funded universities, to participate actively in the development of relevant public policy, to communicate the contribution of higher education in the Province of Ontario, and to foster co-operation and understanding among the universities, related interest groups, the provincial government, and the general public.

The Council consists of two representatives from each member institution: the executive head (university president, principal, or rector) and a colleague appointed by each university's senior academic governing body. It meets five times during the academic year and is supported by the Executive Committee, which, in turn, is supported by a full-time secretariat of close to 40 individuals who provide centralized service functions. Approximately 50 affiliates, special task forces, committees, and other groups also support and work toward the achievement of Council's objectives.

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In recent times, we have seen evidence of a renewed provincial commitment to postsecondary education and significant measures that recognize the importance of Ontario universities to the province's economic growth agenda.

This is encouraging both to our universities and to the people of Ontario as we approach our greatest educational challenge in 30 years: ensuring that unprecedented numbers of Ontario students will have access to a university education that will equip them for success in the new economy.

The SuperBuild Growth Fund is providing more than $1 billion in capital funding to help universities and colleges build and modernize their infrastructures to accommodate growth in the student population. This is the largest capital investment in Ontario's postsecondary sector in more than 30 years, and expansion is underway on university campuses across the province.

The government has also built on its exceptional record of investment in research over the past three years, through initiatives that reflect the joint priorities of universities and government:

- doubling the Ontario Research and Development Challenge Fund (to $100 million for 2000-2001);
- committing funds to defray research overhead costs through the new Ontario Research Performance Fund ($30 million annually);
- tripling the Ontario Innovation Trust (to $750 million); and
- doubling the Premier's Research Excellence Awards (to $10 million for the remaining seven years of the program).

These investments will make a significant difference to our universities' ability to sustain a vibrant research enterprise. Other initiatives – in student assistance, for example, and support for enrolment expansion in high-demand programs – are also strengthening our universities' ability to meet their societal commitments.

While these are key investments, one incontrovertible fact remains: Ontario universities need major increases to their operating grants to maintain quality and accessibility.

COU recognizes that government cannot be solely responsible for the provision of added resources. Universities must continue to increase their revenue sources and search for operating economies. Students and parents will also contribute, through tuition that offsets some of the costs. Universities and government are working together to address the challenges and to develop the most cost-effective plan for meeting Ontarians' expectations of their universities.

Additional resources must be found. Ontario's transition to a knowledge economy that depends on high-level knowledge and skills is now a fact of life. Two-thirds of net job creation over the past decade has taken place in knowledge-intensive industries, and these industries now dominate trade and employment growth in Canada. Statistics Canada tells us that jobs for postsecondary graduates in Ontario increased by close to 30 percent between 1992 and 1997, and that employment rates for university graduates are the highest in the population.

The evidence demonstrates that a highly educated population and a vibrant research community are vital to positioning a jurisdiction to compete in the new economy, as well as to ensuring its overall health as a society. We need thinkers, we need professionals who are capable of solving complex problems, and we need skills for every field of human endeavour. The solution to all these needs already exists in Ontario – in our world-renowned network of 17 universities.

While acknowledging that advances have been made, COU must continue to work collaboratively with the government to develop new ideas and secure new investments in postsecondary education.

The challenge of the next decade demands that we succeed.

J. Robert S. Prichard

J. Robert S. Prichard
Chair, July 1, 1997 to August 31, 1999

The Future Is Ours to Make

The key to Ontario's leadership position in the knowledge economy will be its willingness to invest in the education of our young people, as well as in the research, both pure and applied, that broadens intellectual horizons and economic opportunity.

At the time of this writing, less than two years remain to prepare for the significant enrolment increases that are expected to begin in 2002. It is now generally realized that Ontario is on the verge of the greatest increase in demand for university opportunities in 30 years. Predictions indicate that enrolments are likely to swell by up to 40 percent by the end of this decade, which represents up to 90,000 additional students seeking opportunities to participate in and contribute to provincial prosperity through access to university education.

In 1998-99, COU commissioned PricewaterhouseCoopers and Angus Reid to determine how prepared Ontario universities are to meet this enrolment challenge. Their findings were combined in the COU report, *Ontario's Students, Ontario's Future*. This report has provided strong, objective data for continued action and advocacy.

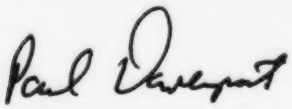
The findings show that funding requirements to maintain quality and accessibility are substantial. A major funding increase is necessary, not only to provide an adequate response to rising enrolments, but also to address the problems that have developed as a result of long-term under-investment in Ontario universities and a steady increase in the student-faculty ratio in our universities over the last 15 years. More student demand requires more space and facilities, more academic and administrative support, and expansion of the many services that constitute students' learning environment. Especially urgent is the need to recruit more faculty.

As student numbers are growing, faculty numbers are declining. Ontario universities need to hire as many as 13,500 faculty to meet the coming demand and compensate for the record faculty retirements that will occur in Ontario and competing jurisdictions over the next 10 years. To appreciate the magnitude of this challenge, consider that these numbers exceed the total number of faculty teaching at Ontario universities today. We must be in a position to move forward quickly to compete successfully for talented faculty. A vibrant culture and tangible support have top drawing power, and are the tools for excellence in teaching and research. This is what will ensure that our graduates have equal opportunity to excel in the knowledge-based economy.

The recent report of the Ontario Jobs and Investment Board, *A Road Map to Prosperity: An Economic Plan for Jobs in the 21st Century,* recognizes the centrality of high-quality education, scholarship, and research to the province's economic agenda. The *Road Map* supports COU's long-held assertion that Ontario's investment in innovation and growth should find a principal focus in the province's universities.

To advance the province's goals, Ontario universities clearly must receive the direct support of the Government of Ontario through significant provincial grant increases within a multi-year funding framework. The SuperBuild Growth Fund, the Ontario Innovation Trust, and the Access to Opportunities Program are valuable strategies for maintaining quality and access, as are the new scholarship programs and recent alignments of the provincial and federal student loan programs. Most urgently and immediately, however, we also require a complementary investment in the operating funds that will enable universities to recruit the best and most enthusiastic new faculty members – to enliven the present scholarly environment – and to ensure the future excellence of Ontario's university system.

The future is ours to make. Strategic investment in our universities now is an investment in a vibrant provincial economy tomorrow.



Paul Davenport
Chair, September 1, 1999 to June 30, 2001

This two-year report provides the reader with an appreciation of the important work undertaken by COU and its affiliates, committees, and secretariat in ensuring the quality and accessibility of higher education in this province.

COU serves as the collective voice of our universities in three key areas – advocacy, advice to government, and self-management – toward the achievement of a common vision: to enrich the economic, social, and cultural foundation of Ontario through a provincial university system that ranks with the best jurisdictions in the world. COU's performance in all three functions is enhanced by the most reliable and current data, and the expertise to understand and present its implications.

Advocacy has always been an essential part of COU's mission. COU works to raise awareness of important educational developments through focused research and analysis. These results are shared with the government, stakeholder groups, Ontario's students, and the general public. In the past two years, as this report makes clear, our priority has been to create awareness of the implications of the coming enrolment surge.

As an **advisor to government**, COU participates in the development of relevant public policy. In the past five years, COU has focused on issues related to funding, research, tuition fees, quality, and student assistance reform. These policies are crucially important to the province and its people as we strive to compete in the knowledge economy. Many of COU's recommendations in these areas have influenced the development of public policy. Working groups, composed of both government and university representatives, have proven an especially effective forum for policy discussion and development. Here, group members share analysis of the policy issue, review the statistics, and examine various approaches to funding and allocating new resources.

Last but not least, COU provides a strong mechanism for **self-management within the university sector**, from ensuring educational quality control to improving administrative efficiencies.

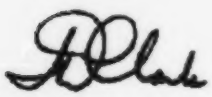
All sectors in Ontario, private and public, have been challenged to innovate and become more efficient. Through COU, Ontario universities have found many ways to streamline administrative operations that enhance service quality, avoid costs, facilitate collaboration and service sharing, and strengthen accountability and incentive structures. Some of these initiatives rank among the best practices in the world. A prime example is the Ontario Universities' Application Centre (OUAC), which recently received an international award for its standards of operational efficiency.

Ontario universities' expenditures on general administration are the lowest in Canada when expressed as a percentage of total funding, accounting for 5.7 percent of all operating, special purpose, and research dollars as compared to 8.5 percent in the other nine provinces. Similar comparisons with U.S. jurisdictions show that the proportion of operating expenses directed toward administrative support in Ontario universities (7.2 percent) is also significantly lower than in major American states (9.1 percent).

COU and its member institutions set a partnership example to the world as we work together to use existing resources more effectively, maximize the use of new technologies, increase our capacity for revenue generation, innovate in service delivery, develop additional performance measures, and expand our students' access to learning opportunities.

The government and Ontario taxpayers have reason to be confident that substantially increased funding will be well invested in enabling universities to provide quality education to a growing number of students.

We have much to be proud of, but also much more to do, as we continue to work with government toward ensuring that Ontarians' expectations of their universities continue to be met in the present decade and beyond.



Ian Clark
President

public policy
CHALLENGES

JULY 1998 TO JUNE 2000

Ontario is on the verge of the greatest increase in demand for university education in more than 30 years. The public expects that all qualified Ontario students will be able to find a place in an Ontario university, and will receive an education that matches or exceeds quality levels in peer jurisdictions.

In fall 1998, the Premier of Ontario launched a series of province-wide conferences as the basis for developing strategies for job creation and economic growth in the province. Leaders from business, industry, education, and community and social organizations were canvassed for their vision of Ontario in the new millennium. Their ideas were to provide "the foundation for a viable, effective plan to ensure that Ontario continues to be the best place to live, work, and raise a family for decades to come." The consultation process, spearheaded by the Ontario Jobs and Investment Board (OJIB), culminated in the March 1999 release of *A Road Map to Prosperity: An Economic Plan for Jobs in the 21st Century.*

The *Road Map* makes it clear that, in the judgment of thousands of opinion leaders, Ontario's future economic performance will depend on the level of knowledge and skills possessed by its citizens. **More than half of its 21 priorities for achieving economic prosperity revolve around education.** The *Road Map* offers a framework for wise strategic investment in higher education on behalf of the people of Ontario. Key recommendations include drawing the best educators and researchers to our campuses, ensuring the delivery of quality education, increasing Ontario's research capacity, and improving the range of assistance programs available to students. These priorities have been the dominant themes of COU's case to government for more than half a decade.

Provincial Prosperity Will Be Built on Knowledge and Skills

The same priorities are echoed in a public opinion survey conducted by leading opinion researcher Angus Reid, commissioned by the Council of Ontario Universities (COU) in fall 1998. One thousand people, representing a cross section of Ontario adults, were polled to determine their expectations of the Ontario university sector in light of the coming enrolment surge.

The findings show that Ontarians place a premium on university education and research as key contributors to economic performance and quality of life, both for the province as a whole and for its individual citizens. Ninety percent agree that a well-educated workforce greatly improves a province's economic prospects and international competitiveness. Ninety-four percent want funding for university research to increase. **Ontarians consider degree education so essential that fully 96 percent consider it a government priority to ensure university access for every qualified student in the province when the double cohort occurs.**

These two opinion-gathering exercises show that Ontarians see a vital and measurable link between higher education and provincial prosperity. The facts fully support the perception – there is no high-performing jurisdiction in North America that is not fuelled by an excellent education system. The OJIB report and the Angus Reid opinion poll provide a welcome acknowledgment that Ontario's education system is among our greatest resources as we strive to excel in the new economy.

ONTARIO IN THE NEW MILLENNIUM

Ontario Universities: The Gateway to Prosperity

Ontario's provincial university system is renowned throughout the world for its combination of scholarly excellence, accessibility, and ground-breaking research. We need to be mindful of the tremendous assets that we possess in our 17 universities and of the myriad ways in which they contribute to Ontario's economic, social, and cultural vitality.

Universities cultivate our human wealth. Ontario's 17 universities open boundless horizons of opportunity for our students and society by preparing graduates to contribute to every field of human endeavour, from science and technology to the humanities, social sciences, and creative arts.

- Ontario is the heartland of knowledge acquisition and dissemination in this country. Ontario has Canada's greatest concentration of teaching, learning, and research resources with approximately 40 percent of all such activities occurring in this province.
- Ontario has one of the world's highest participation rates in postsecondary education.

Universities support local and regional development. Our universities place their academic resources at the service of their communities in many ways that contribute directly to local and regional economic vitality.

- Even the smallest of our universities estimates its annual impact on the local economy in the multimillions of dollars.
- Much of the research conducted at Ontario universities reflects the dominant economic, social, cultural, and geographic characteristics of the region in which the university makes its home. Such research supports regional developmental priorities and often acts as a magnet for attracting industry and investors to the area.

Universities prepare graduates for ongoing success in the workplace. The 1999-2000 Ontario University Graduate Survey shows that the employment and earnings record for university graduates is excellent. More than 19,600 graduates of the Class of 1997 (45 percent) took part in the survey, which also reviewed the relationship between their acquired skills and their jobs. The survey clearly demonstrates that university graduates are finding employment relative to their education. The results are consistently high across the full range of disciplines taught at Ontario universities.

- The overall employment rate was 96.4 percent for 1997 graduates of undergraduate degree programs, two years after graduation.
- The overall employment rate was 93.1 percent for 1997 graduates of undergraduate degree programs, six months after graduation.

Unemployment rates for those with a university education are consistently and considerably lower than for those without a university degree. Statistics Canada reported that, in 1997, the overall unemployment for people between 25 and 29 years of age was 9.7 percent; however, unemployment levels varied widely depending on the level of educational attainment: 0 to 8 years of education – 28.5 percent; high school graduates – 10.8 percent; college graduates – 8.2 percent; undergraduate university degree – 6.3 percent; graduate university degree – 5.2 percent.

The skills acquired by graduates of Ontario universities are being applied in the workplace.

- Two years after graduation, 81.0 percent of 1997 graduates employed full time considered their work either closely or somewhat related to their university education.
- Six months after graduation, 74.0 percent of 1997 graduates employed full time considered their work either closely or somewhat related to their university education.

Average personal income increases substantially with an individual's level of educational attainment. The earnings of university graduates are substantial soon after graduation and continue to grow as careers progress. According to Statistics Canada, a university degree com-

mands the highest average income among different types of education. The findings of the 1999-2000 Ontario University Graduate Survey support this position:

- The average annual salary was $38,500 for 1997 graduates of undergraduate degree programs, two years after graduation.
- The average annual salary was $31,900 for 1997 graduates of undergraduate degree programs, six months after graduation.

Universities fuel the new economy. Ontario universities have been in the vanguard in facilitating the province's transition to the new knowledge- and technology-based economy. Government sources report that 13 of Canada's fastest-growing industries are knowledge-intensive (high or medium). Knowledge-intensive industries, which generated two out of every three new jobs created in Ontario during the past decade, now dominate trade and employment growth in Canada. The new economy demands a highly educated labour force, with half of new jobs requiring more than 17 years of education.

- Universities regularly innovate in their curricula and develop new programs to incorporate the most advanced knowledge and to respond to economic and societal change. Complementing traditional courses in the core disciplines, these programs are preparing students for leadership in a changing world.
- All Ontario universities have responded enthusiastically to the provincial government's Access to Opportunities Program (ATOP), which created 23,000 additional spaces for students in high-demand disciplines such as computer science and electrical, computer, software, and communications engineering.

Universities are Canada's primary public resource for research and innovation. Universities are, almost by definition, "innovation cultures," centrally engaged in the processes of examination and discovery that push the boundaries of knowledge and its applications. Ontario universities increase the province's capacity to innovate economically, socially, and culturally through research and scholarship across the full spectrum of knowledge disciplines.

- Canada depends on the higher education sector for almost one quarter of its national research and development effort. No other G-7 country relies so heavily on its universities for R&D.
- Most major technological advances in the second half of the 20th century – including those in the new biotechnological industries, telecommunications, and the development of new materials for manufacturing – have their origins in university research.
- Today's students graduate as tomorrow's innovators through exposure to and participation in research led by faculty who represent some of the best minds in the country within their knowledge domain.

Universities create opportunities for lifelong learning. Ontario universities are fostering a culture of lifelong learning through many initiatives that increase the knowledge, employability skills, and participation level of Ontarians at every stage of career progression.

- Universities and colleges are developing more collaborative programs, articulation agreements, and transferable credits than ever before to broaden the range of educational opportunities open to Ontario students and to allow seamless traffic between the two sectors for those seeking both degree and diploma credentials. As of November 1999, degree-completion opportunities were being developed for college graduates in more than 30 program areas.
- Ontarians are well served by their universities in terms of distance access to higher education. More than 11,000 Ontario students were registered in distance education courses in 1999.

- Universities are leading explorations in the use of new instructional technologies to increase Ontarians' access to degree education though new delivery mechanisms ranging from on-line courseware for "anywhere, anytime" learning to distributed learning environments linked by a shared network. Ontario universities are committed to the cost-effective use of new learning technologies, and are working with the Ministry of Training, Colleges and Universities to develop ways of benchmarking their efforts with the best examples in comparably funded North American jurisdictions.
- Individual universities partner with industry in many ways to meet the need of working Ontarians for continued skills upgrading. Collectively, they work to meet this need through the Office for Partnerships for Advanced Skills (OPAS), a COU affiliate that provides a central point of access to advanced training opportunities at Ontario universities. OPAS also provides a vehicle for ongoing university-industry partnership to promote employment skills and a commitment to lifelong learning. Through initiatives such as its *Visionary Seminar Series* and sector symposia, OPAS fosters greater understanding and co-operation between the university and business communities.

Universities will collaborate to make Ontario's knowledge sector more competitive. Ontario universities will work together to create the proposed Ontario Digital Library (ODL), a landmark initiative that will make the world's digital resources available to Ontarians through their university and public libraries. The ODL concept was advanced by the government-affiliated Ontario Jobs and Investment Board as a component of a province-wide infrastructure to support the competitive development of the knowledge sector.

- The universities have been meeting with schools, colleges, public libraries, and government ministries to discuss the forms of collaboration involved, major system features, and how ODL can support economic clusters and product innovation in the knowledge-intensive sectors.

Universities are accountable to the public they serve. Ontario universities have demonstrated their commitment to transparency and accountability by publishing their key performance indicators – graduate employment, institutional degree completion, and OSAP default rates – since May 1999. Most institutions also publish other data related to their performance, such as student satisfaction, on an annual basis.

- The Task Force on the Provincial Auditor's Report was established in January 2000 to follow up on the 1999 *Provincial Auditor's Report*. The Ministry of Training, Colleges and Universities agreed to work jointly with the Task Force to develop a document on university accountability that details the ministry's expectations regarding accountability and how the universities intend to meet them.

Ontario universities are committed to ensuring that every qualified and motivated student has access to postsecondary education, and that excellence in teaching and research exists across the full range of disciplines at both undergraduate and graduate levels. Tomorrow's opportunities will belong to those who are the best educated and most highly skilled. The future health of the provincial economy will be directly linked to the educational achievements of its citizens – and to the quality of the teaching, research, and learning environment in which, as students, they prepare for their careers.

Future Challenges

In the two years since COU's last published review in mid-1998, the attention of many constituencies has been captured by the implications of the growing demand for university education in Ontario.

Will Our Universities Have the Capacity to Meet the Coming Demand Surge?

In the fall of 1998, COU commissioned the management consulting and accounting firm PricewaterhouseCoopers (PwC) to analyze enrolment projections and the capacity of Ontario universities to meet the projected demand. In conjunction with the PwC report, COU also commissioned the Angus Reid Group to examine public expectations of Ontario universities and obtain the public's views on options for dealing with the demand surge.

These findings were published as separate reports and were also synthesized in COU's March 1999 publication, *Ontario's Students, Ontario's Future*. The COU document reports the following facts.

FUTURE CHALLENGES

Our Students Are Growing in Numbers

Statistical evidence shows that Ontario is on the cusp of the greatest surge in demand for university opportunities in more than 30 years. Projections indicate that close to 90,000 additional students – a 40 percent increase over current enrolment levels – will be seeking admission to Ontario universities over the decade 2000-2010.

Several factors will converge to create this sharp escalation of student numbers. One of the most significant is secondary school reform, which will see students of the former five-year program and students of the new accelerated program graduating simultaneously over a five-year transition period from 2002 to 2007 – the "double cohort" phenomenon. Secondary school reform is expected to produce significant enrolment increases as early as September 2002, with the largest first-year class enrolling in 2003. At its peak effect on enrolment in 2004-2005, secondary school reform could result in the need to accommodate some 33,500 students over and above regular enrolment levels.

At the same time, Ontario's population of 18- to 24-year-olds, the traditional university age band, is increasing, and may swell by as much as 18 percent by 2010. Overall participation rates in university education are on the rise. As well, there is a growing population of "returning learners" as changes in the workplace require Ontarians to invest in education on a recurring basis to maintain currency or meet new standards of educational attainment. These cumulative factors will maintain the upsurge of the double cohort years and create a continuing demand for university education for a larger overall student population.

Demand for Access Is Outpacing University Resources

The COU and PwC analyses of university capacity to respond to growing enrolments came to an alarming conclusion. Ontario universities are not adequately resourced to meet the demand. Forecasts indicate that pressures on the universities will be strongest at precisely those points where the grant reductions of the 1990s left them most vulnerable – in faculty numbers, facilities and resources for teaching and learning, and research infrastructure. The data disclosed a number of crucial facts.

- **The student-faculty ratio is climbing.** The number of full-time faculty employed at Ontario universities decreased by over 2,000 – from just over 13,700 in 1990-91 to fewer than 11,700 in 1999-2000 – a 14.8 percent decline, while enrolments have been on the rise.

- **Ontario's student-faculty ratio is the highest in Canada.** Over the past 10 years, as faculty numbers have declined, the student-faculty ratio at Ontario universities rose steadily. Ontario's ratio is now more than 10 percent above the average of the other nine provinces.

- **Ontario universities will be losing large numbers of faculty to retirement just as student demand is peaking.** Approximately 30 percent of our universities' faculty complement is made up of professors between the ages of 55 and 64, which means that faculty will be retiring in record numbers during the decade 2000-2010. Because this trend is mirrored in universities across North America, Ontario will be competing against every other jurisdiction to fill a high percentage of its current academic positions as these become vacant.

- **Ontario universities need to hire 13,500 new faculty** to offset faculty losses, meet the projected demand, and lower the student-faculty ratio. This total exceeds the total number of faculty teaching in Ontario universities today.

- **Universities must begin a massive program of faculty recruitment immediately.** Because demand for access will begin to escalate sharply in 2002, universities had, as of 1998-99, a three-year window in which to have new faculty in place. It takes up to two years to complete the recruitment of faculty under normal circumstances and up to three years in the case of high-demand programs.

- **The infrastructure of Ontario universities is aging and needs renewal.** Many years of inadequate resources have required Ontario universities to defer the maintenance and renewal of their teaching facilities, instructional equipment, research laboratories, and aging physical infrastructure. Deferred maintenance at Ontario universities was estimated to be approximately $600 million in 1998-99 and was projected to escalate to more than $1.3 billion by 2010. More recent systematic reviews of physical facilities indicate the situation is far more serious with an estimated current deferred maintenance cost of $1.8 billion.

Ontario Needs Competitive Support for Research

A jurisdiction's research capacity is a key determinant of prosperity. The facts demonstrate that research is central to the province's capacity to innovate and develop new industries. With nearly a quarter of all Canadian research and development activity originating in the country's universities – and with approximately 40 percent of this activity concentrated in Ontario – Ontario has the potential to lead the country in the generation of new ideas and the application of innovations in technology, science, the humanities and social sciences, education, and the creative arts. To sustain a vibrant research enterprise, universities require adequate base funding to provide the necessary infrastructure, maintain state-of-the-art equipment, attract and retain the best minds, and leverage an appropriate share of federal research dollars. However –

- Support for facilities and services costs for university research had declined from approximately 20 percent of direct costs a decade ago to about 10 percent in recent years. This decline contrasts with support levels of between 50 percent and 120 percent in competing U.S. jurisdictions. Recent years, however, have seen significant reinvestment by the Government of Ontario. In its 2000 Budget, several key research initiatives were announced:
  - the Ontario Research and Development Challenge Fund was doubled to $100 million for 2000-2001;
  - the $30 million annual Ontario Research Performance Fund was created to support research overhead costs from Ontario-sponsored research at colleges, universities, and research institutes;
  - the Ontario Innovation Trust was expanded by $500 million to $750 million; and
  - the Premier's Research Excellence Awards was doubled to $10 million for the remaining seven years of the program.

Student Assistance Programs Need to Be Renewed and Refocused

For 77 percent of Ontarians surveyed by Angus Reid, the factors most likely to keep students from continuing their education beyond high school were related to money, lack of financial support, and/or the cost of tuition. Data show that more than 217,000 postsecondary students relied on the Ontario Student Assistance Program (OSAP) in 1997-98 to cover their educational and associated living costs. Universities are investing more of their resources to keep opportunity affordable for students, including building endowment funds and setting aside 30 percent of all new tuition revenue for student financial aid. Nevertheless, average student debt levels have more than doubled since OSAP shifted the program's emphasis toward a greater reliance on loans than grants.

The issue of rising student debt and the ability of graduates to repay their educational loans has become pressing since the second half of the 1990s – equally as urgent as the need to ensure that all academically qualified students can be accommodated. Flexible assistance programs that offer support before, during, and after studies can keep opportunity affordable.

These facts have presented a challenge for Ontario universities and for government, particularly in conjunction with public expectations as revealed by the Angus Reid survey. Ninety-six percent of survey respondents considered it a priority for government to ensure access to an Ontario university for every qualified student in the province. Ontarians also made it clear that they expect the quality of the educational experience to meet or exceed the standards of competing jurisdictions.

REALIZING THE SHARED GOAL

Ontario universities see the present challenge as an opportunity to plan for the long term, build on strengths, and invest in enhancing the quality of the university experience across Ontario. It provides a strong incentive for all stakeholders in higher education to move forward, in partnership with government, toward the shared goal of ensuring that our standards match or surpass international benchmarks.

The COU document *Ontario's Students, Ontario's Future* has provided strong, objective data for continued action and advocacy. Considerable effort is being made to help ensure that every qualified and motivated student will be accommodated. Senior representatives from the postsecondary community and government have been meeting regularly to consider the most cost-effective ways of responding to the projected major expansion in enrolment.

Ontario universities have consistently called on government to make a major strategic reinvestment in the provincial system, a call that is consistent with the number one recommendation of the government-appointed Advisory Panel on Future Directions for Postsecondary Education.

The last three provincial budgets have included significant measures that recognize the importance of Ontario universities to the province's economic growth agenda. Following are highlights of key investment and policy initiatives introduced by government since 1998.

Key Provincial Initiatives: 1998-2000

New Investment to Boost Enrolment in High-Demand Programs

1998

- $150 million to universities and colleges over three years to implement the **Access to Opportunities Program (ATOP).** ATOP aims to double undergraduate enrolment in computer science and high-demand engineering programs by creating 17,000 new spaces for students in these programs. The majority of funds apply to start-up costs, such as facilities and infrastructure renewal, with additional support for operating grants

1999

- $78 million in additional provincial funding to **ATOP** to increase the number of places by 6,000 (40 percent) from 17,000 to 23,000. The new investment will fund start-up and ongoing operating support that will be flowed within the remaining two years of the original ATOP program.

New Capital Investment

1999

- $742 million (for universities and colleges) in 1999-2000 to support construction of new classrooms, labs, and other facilities through the **SuperBuild Growth Fund**. Includes:
  - $660 million for new projects;
  - $62.5 million in 1999 for the Facilities Renewal Program (base funding for program has increased to $40 million from $22.5 million); and
  - $19.4 million to complete existing projects.

2000

- 1999-2000 capital expenditures through **SuperBuild** to total $1,028 million.
  $286 million over 1999 Ontario budget allocation of $742 million:
  - $231 million in new capital projects; and
  - $55 million in a "modernization fund"–distribution will be based on 1998-99 full-time equivalent (FTE) enrolment.

New Investment in University Research

1998

- Accelerating $135 million of the **Ontario Research and Development Challenge Fund** commitment over the next three years, to allow the province to match awards granted by the Canada Foundation for Innovation to Ontario's research institutions.
- $75 million over 10 years (in partnership with the private sector) for new **Premier's Research Excellence Awards** to help Ontario university researchers attract talented people to their teams. Although the program is administered by the Ministry of Energy, Science and Technology, there are no restrictions on the areas that will be eligible to receive the awards.

1999

- $250 million for an **Ontario Innovation Trust** to support infrastructure costs (including laboratories, buildings, and equipment) at Ontario research institutions.

2000

- **Ontario Research and Development Challenge Fund** doubled to $100 million for 2000-2001.
- $30 million annual **Ontario Research Performance Fund** to support/defray research overhead costs from Ontario-sponsored research at colleges, universities, and research institutes.
- Expansion of the **Ontario Innovation Trust** by $500 million to $750 million.
- **Premier's Research Excellence Awards** doubled to $10 million for the remaining seven years of the program.

REALIZING THE SHARED GOAL

New Investment in Student Assistance

1998

- $75 million over 10 years (in partnership with the private sector) for an **Ontario Graduate Scholarships** program to reward excellence in graduate studies in **science and technology**.
- $9 billion over 10 years for student assistance through a new **Canada-Ontario Millennium Fund for Students.**

1999

- $35 million (at maturity) for a new tuition scholarship program for top academic achievers who need financial assistance. **Aiming for the Top** scholarships will award a maximum of $3,500 annually for up to four years to 10,000 students (multi-year phase-in beginning September 2000). The private sector will be challenged to provide matching funds to double the number of awards.

2000

- **Increase in exemptions** for study-period employment and scholarship income.
- **Ontario Work-Study Program** doubled to $10.8 million.
- Increase in number and value of **Ontario Graduate Scholarships.**

New Investment in Operating Base

1998

- $29 million for the **Fair Funding** program. These funds, which are to be phased in over three years, are intended to recognize Ontario universities that have increased enrolments and thereby created greater access to postsecondary education

1999

- $23 million **increase (1 percent) in base operating funding** to universities and colleges to help them accommodate more students in September 1999.

2000

- $51.8 million increase in operating grants for universities for the academic year 2000-2001, to a total of $1.663 billion. Includes:
  - $18.8 million for previously scheduled commitments including ATOP and the Fair Funding program;
  - $16.5 million in new funding for the Accessibility Fund; and
  - $16.5 million in new funding for the Performance Indicators Fund, distributed on the basis of institutional performance in three indicators (graduation rate, six-month employment rate, and two-year employment rate).
- A new tuition fee policy, from 2000-2001 to 2004-2005, will allow universities to increase tuition fees for most programs to a level no more than 2 percent above the maximum average fee for the previous year. Year-over-year percentage increases may not be compounded.

The Next Step — Reinvestment in Basic Operating Grants

In recent years, the government has provided new money for targeted initiatives that buttress our universities' commitment to quality and accessibility. But welcome as these initiatives are, they do not compensate for the erosion of basic operating grants.

Despite the very real gains that have been made since 1998, the incontrovertible fact remains: Ontario universities require significant provincial grant increases within a multi-year funding framework to maintain quality and accessibility. With the assurance that the required new operating funds will be available as faculty are recruited and the necessary additional support resources are phased in, Ontario universities will be in a position to develop and sustain a platform for excellence in university education in this province.

How Do Universities Invest Their Operating Grants?

Universities use these public monies, to the utmost extent that these funds allow, to:

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How Much Public Investment Is Needed?

While analytical work is currently being undertaken by the government and universities to establish the precise funding requirements, it is estimated that with the projected increase in enrolment Ontario universities will need $455 million in provincial operating funding for the period of 2000-2001 to 2004-2005. These projected costs provide an idea of the magnitude of the challenge ahead.

Why Is So Much Urgency Attached to Investment?

The funding must provide an adequate response to the projected major expansion in enrolment and also address problems that have developed as a result of under-investment over an extended period.

On average, Ontario universities currently spend approximately $12,800 per full-time student per year on a host of activities and services designed to provide the best possible learning environment with the funds available.

The revenue to support the spending takes the form of tuition (35 percent) and provincial grants (55 percent), with the remainder coming from other sources such as private giving, endowment income, investment income, private partnerships, and other revenue. Over the past decade, the donations from private giving and private partnership have increased dramatically.

Universities have worked diligently to increase revenue from other sources. By 1999-2000, for example, universities raised over $400 million in private donations and close to an additional $400 million in partnerships with industry, foundations, and non-government organizations. *Ontario's Students, Ontario's Future* outlines the universities' commitment to increasing operational and institutional efficiencies by maximizing the use of new technologies, working more closely with the colleges, searching for ways to use existing resources more effectively, and developing additional performance measures.

More students demand more faculty, more academic support and administrative personnel, and expansion of the many services that constitute the "learning environment." These core resources, the basic infrastructure of excellence, are funded primarily through the universities' operating grants. It is only through adequate, stable operating revenues that universities can ensure the sustained delivery of quality year over year. The issue of faculty hiring provides a compelling example of the size of the fiscal challenge. To respond to enrolment growth over the next 10 years, **Ontario universities must hire new faculty in numbers that exceed the total number of faculty teaching in our universities today.**

Universities have been working with government to plan for the expansion through meetings with ministry officials and the Working Group on University Capacity. We view the announcement of the capital allocation through the SuperBuild Growth Fund as a positive first step. Nevertheless, many Ontario universities will not be able to expand enrolment significantly without a further financial commitment from the government. It is now a matter of extraordinary urgency that money begins to flow through increases in operating funds as well as through capital allocations.

REALIZING THE SHARED GOAL

Where Will the Funds Come From?

The funding challenge extends to both the federal and provincial governments. An anticipated increase in federal transfer payments would place the provincial government in a much better position to finance the necessary reinvestment in and expansion of the university sector.

Among the key priorities of the Association of Universities and Colleges of Canada (AUCC) has been pressing the case for a federal commitment to increase transfer payments. An increase in federal transfer payments is central to the overall well-being of our country in the global economy, and Ontario universities join with AUCC in appealing for increases in this vital source of funding.

COU recognizes that government cannot be solely responsible for the provision of added operating resources. The necessary resources will be generated through shared responsibility by:

- *the universities*, through increasing their revenue sources and continually searching for operating economies;
- *students and their parents*, through tuition that helps offset some of the costs; and
- *the government*, through operating grants adjustments that meet the increased student demand and recognize the value of the investment in higher education.

Conclusion

Meeting this challenge implies a substantial shift in public policy priorities. It requires significant co-operation between universities and the government to work through the most cost-effective ways of meeting public expectations of Ontario universities, as well as public discussion of the nature of the challenge and the options available.

Ontario's future is inextricably linked to the future of its students. The government and universities of Ontario owe these students an accessible education that ranks among the best in the world in teaching and research quality. It is therefore crucial that government make the necessary investment a priority of the highest order.

COU and its member institutions look forward to building on the momentum that has already been created, through continuing co-operation with government to achieve our shared goal of a prosperous Ontario.

How Do Universities Invest Their Operating Grants?

the work of COUNCIL

ACTIVITY HIGHLIGHTS

JULY 1998 TO JUNE 2000

The Council of Ontario Universities (COU) represents the collective interests of Ontario's 17 universities, plus the Ontario College of Art & Design and the Royal Military College of Canada. Through COU, Ontario universities work to improve the quality and accessibility of higher education in Ontario and to strengthen understanding among the universities, related interest groups, the provincial government, and the general public.

COU provides leadership on university-oriented issues, participates actively in the development of relevant public policy, communicates the contribution of higher education throughout Ontario, and fosters co-operation among our universities.

From research and report writing to interuniversity, government, and public relations, to introducing system-wide efficiencies, COU is an active supporter of excellence in higher education. Its voice can be heard from Queen's Park to the World Wide Web.

Creating

Historic College-University Degree-Completion Accord Signed

A formal accord is now in place that will enhance the opportunities for college diploma graduates to earn degrees from Ontario universities.

The Ontario College-University Degree-Completion Accord sets out a series of principles for developing degree-completion arrangements between colleges and universities. It also provides a matrix to guide the creation of degree-completion agreements and degree programs. Universities and colleges will work together voluntarily within the framework of the accord, with each agreement requiring approval by the governing bodies of the partner institutions.

This historic initiative respects institutional autonomy, safeguards the high academic standards of Ontario university degree programs, optimizes the recognition of learning achieved by college graduates, and provides the forward-looking pathways to degree completion for which colleges have been advocating. The agreement is a clear demonstration of the responsiveness of universities and colleges to the new economy and the related demand for a highly educated, globally competitive workforce.

The accord, which was developed by the College-University Consortium Council and endorsed by COU, the Association of Colleges of Applied Arts and Technology of Ontario, and the (then) Ministry of Education and Training, was signed on May 6, 1999. As of August 2000, 39 new college-university agreements were completed or in the process of completion.

Working Group on Post-Diploma Degrees Established

In June 1999, the Working Group on Post-Diploma Degrees was established, in conjunction with the Ontario College-University

Degree Completion Accord, to identify gaps in degree-completion offerings and determine patterns in collaborative agreements. Its findings were presented in three research papers that were released in February, March, May, and September 2000. The Working Group was chaired by Dr. Rowland Smith, Vice-President, Academic, Wilfrid Laurier University.

COU Submits Views on Private Universities and Applied Degrees for Colleges

The Government of Ontario has decided that the introduction of private universities and applied degrees for colleges are appropriate means of expanding opportunities for students to pursue postsecondary studies in this province. On May 29, 2000, COU participated in one of a series of consultations held by the Ministry of Training, Colleges and Universities (MTCU) in response to MTCU's consultation paper, *Increasing Degree Opportunities for Ontarians*.

As a follow-up, COU prepared a brief that addresses specific questions posed by the MTCU consultation paper concerning four areas: Quality Assessment Board; applied degree pilot project; new Ontario-based private institutions; and new taxpayer and student project measures. COU stressed four key points in response:

- *The quality reviews should be rigorous.* Quality reviews for degree programs offered by private institutions should be rigorous and maintain the current quality standards for Ontario.
- *No public subsidies should be provided to private institutions.* The Minister has indicated that private institutions offering degrees will not be eligible for capital or operating funding. COU will underscore the importance of ensuring that public funds not be diverted away from the publicly funded system to support private institutions.
- *The application for degree-granting status and the conduct of the reviews should be procedurally transparent.* All applications to the Quality Assessment Board should be made public and considered at a public hearing prior to approval. Results of the reviews and rationale for decisions should also be made public.
- *The standards for college applied degrees should be quite different from those for university degrees.* Most notably, no research role should be required of faculty who teach applied degrees offered by Ontario's colleges.

COU submitted its brief to the Minister on June 2, 2000. All universities were invited to participate in consultation sessions held in their regions between May 15 and June 1, 2000.

Baccalaureate Degree Minimum Requirement for Registered Nurses

The Council of Ontario University Programs in Nursing (COUPN) actively participated in the movement to make a baccalaureate degree in nursing the minimum requirement for entry-to-practice as a registered nurse (RN) in the province. From January 1998 to October 1999, COUPN, a long-standing advocate for university preparation for RNs, sat on the College of Nurses of Ontario's (CNO) stakeholder working group on entry-to-competencies for registered nurses and registered practical nurses. The project culminated in CNO's decision to recommend to government a regulation change making a baccalaureate degree in nursing the minimum requirement for registration as an RN by January 2005.

In July 1999, COUPN provided both written and oral briefs to the government's Nursing Education Implementation Committee. The committee, which was chaired by

Dr. Peter George, President of McMaster University, was established to advise government and other stakeholders on strategies to ensure success in establishing collaborative baccalaureate nursing programs.

Government funding for the creation of collaborative nursing programs and a change in the RN entry-to-practice regulation were announced in April 2000. Most university nursing programs are working with college nursing programs to set up collaborative partnerships. Brock, Nipissing, and Trent universities (which currently do not offer four-year undergraduate nursing programs) are also planning to partner with colleges to offer collaborative nursing programs. Most of the collaborative programs will begin in September 2001.

COU Endorsement of "Prior Learning Assessment" Creates New Incentives for Lifelong Learning

In October 1998, COU accepted the report of the Working Group on Prior Learning Assessment (PLA) and its recommendation that COU and member institutions endorse PLA and use the practice wherever appropriate.

Prior Learning Assessment uses challenge exams and portfolio assessments to determine and recognize learning acquired through experience and training received outside of the universities. The use of PLA is seen as an important advance in flexibility that will benefit adult learners and encourage their continued studies. It enables students who have learned through work or other experience to receive credit rather than being required to take courses that cover knowledge they already possess.

With funds provided by the (then) Ministry of Education and Training, the Working Group helped support pilot projects on PLA at Guelph, York, Windsor, and Nipissing universities, as well as the PLA component of the nurse practitioner program centred at the University of Ottawa. It also conducted an information session on managing PLA and has provided a manual to assist those responsible for PLA. The Working Group was chaired by Dr. Claude Lajeunesse, President of Ryerson University.

The endorsement of PLA was seen as an important step toward greater flexibility in response to continued requests from adult learners and their employers. It also recognizes the reality and requirements of lifelong learning, which requires continued learning and skill acquisition through all stages of life.

In November 1999, COU and the Office for Partnerships for Advanced Skills (OPAS) were among the sponsors of a four-day National Forum on Prior Learning Assessment, organized by the Canadian Labour Force Development Board and Human Resources Development Canada. COU presented a session highlighting the recent learning advances in PLA at Ontario universities.

Meeting the Need for Physicians in Rural and Northern Communities

Physician human resource planning and the need for physicians in rural and northern areas of the province are significant issues for the province. In February 2000, the Council of Ontario Faculties of Medicine (COFM) submitted a Business Plan for Rural Medical Education to government outlining educational strategies that would ensure more graduating physicians have the knowledge, skills and interest to practise in rural communities. The Business Plan is being considered by the Expert Panel on Health Professional Resources under its mandate to shape Ontario's physician workforce. Initial educational changes that have been made to address physician supply and distribution

include expansion of undergraduate medical enrolment by 40 positions in September 2000, increased opportunities for family physicians to re-enter postgraduate education programs for further education, and expansion of the Ontario International Medical Graduate Program from 24 to 36 positions per year.

Conceptual Model for Elder Health Care Created

The Ontario Interdisciplinary Council for Aging and Health (OICAH), which joined COU as an affiliate in January 1997, has been developing a conceptual model for understanding and describing the range of health care experiences for older adults and their caregivers over time. The OICAH model will serve many functions including providing a tool for planning health care for Ontario's elderly. It was presented at the Canadian Association on Gerontology's conference in November 1999 and the Ontario Gerontology Association conference in May 2000. Work continues on the model.

Addressing the Knowledge Explosion With Digital Libraries

In spring 2000, the COU Task Force on Innovation and Collaboration, chaired by Dr. Mordechai Rozanski, President, University of Guelph, initiated a project to seek funding to extend the digital information management capabilities of university research libraries. A working group, chaired by Paul Wiens, Chief Librarian, Queen's University, was struck to oversee the Ontario Universities' Digital Library Transformation Project.

Ontario universities have been leaders in proposing the rapid and efficient adoption of electronic information resources to support research and learning. The $7-million pilot grant from the Canada Foundation for Innovation was a milestone, enabling Ontario universities to participate in a national consortium to purchase electronic journals in science, technology, and health care. A major grant from the Ontario Innovation Trust will implement the digital library infrastructure required to integrate these new electronic resources with local libraries, which will ultimately ensure efficient, rapid search and delivery to all Ontario university students and faculty. Several other major initiatives are under development.

Discussion on Emerging Issues

COU Releases Two New Reports by David Smith on Quality and Faculty Recruitment

Two new reports released in the first half of 2000 focus on the issues of quality and faculty recruitment. The COU-commissioned studies were led by Dr. David Smith, former Principal of Queen's University and former Chair of the government-appointed Advisory Panel on Future Directions for Postsecondary Education.

How will I know if there is quality? reviews quality indicators and quality enhancement programs within Ontario universities and those in other jurisdictions. Its companion report, *Will there be enough excellent profs?* examines prospective demand and supply conditions for faculty over the next decade. The reports can be viewed on-line at the COU web site (www.cou.on.ca). In addition, the Committee on Faculty and Staff Reporting, under the auspices of the Council on University Planning and Analysis, produced two reports that complement the work of David Smith: *Modelling Supply and Demand for Full-Time Faculty* and *Faculty Renewal Revisited*.

The studies complement the 1999 PricewaterhouseCoopers report, *Will there be room for me?* – also commissioned by COU – which examined the anticipated surge in demand for university education in Ontario during the first decade of the 21st century.

Dr. Smith wrote that if the challenge of the next decade is met, "Ontario will emerge from the coming decade with an even stronger complement of teachers and researchers in its universities and with a more commanding position of leadership in national and international dimensions of the modern knowledge-intensive society. If the opportunity is missed, Ontario will find itself a decade from now with a serious deficiency in the number and quality of its university faculty and weakened in its ability to compete

nationally and internationally in knowledge-intensive activities."

Editor's Note: Dr. Smith passed away in spring 2000 after a brief illness. He will be greatly missed.

Working Group on University Capacity: Planning for the Surge in Enrolment

In February 1999, the joint Working Group on University Capacity, co-chaired by the President of COU and the Assistant Deputy Minister, Postsecondary Education (later, by the Deputy Minister of Training, Colleges and Universities), was established with the mandate of developing a plan to deal with the expected surge in enrolment for the period 1999-2004. The plan, which would also take into account the requirements for the period 1999-2009, would set out the most efficient and effective ways to:

- ensure the universities' contribution toward making available a place in post-secondary education for every willing and qualified applicant as the student population grows;
- provide the programs that students are expected to demand;
- enhance the quality of the student learning experience; and
- enhance the contribution of universities to innovation and economic growth in Ontario.

During the fall of 1999, the Working Group identified the building blocks for a multi-year plan: enrolment projections; cost projections; productivity assumptions; operating funding formula; process for allocating among institutions; special initiatives (such as research funding, college-university transitions, co-op and work experience programs, and accelerated use of learning technologies); undertakings by the universities (including enrolment targets, quality indicators, and productivity goals); capital funding; and financial implications. An interim report outlining the plan was submitted to the Minister on November 12, 1999.

Since then, the Ministry and Ontario's universities have been working intensively to develop plans to accommodate the projected enrolment expansion. Each university, as a result, has developed an enrolment plan using specific assumptions for operating and maintenance costs. The Working Group, composed of senior representatives from government and Ontario's universities, concluded:

- planned capital construction would provide sufficient physical space to accommodate the enrolment expansion through 2004-2005; and
- the aggregate effect of these individual enrolment plans would be sufficient to ensure that all qualified and willing Ontario students will be able to find a place at an Ontario university.

The Working Group also undertook a review of the economies and efficiencies in university operations, examining innovations by Ontario universities to reduce costs, avoid increases, improve efficiency, and enhance service quality. The findings showed that Ontario universities' ratio of administrative expenditures to total expenditures is one of the lowest in Canada. The review documented a host of ways in which Ontario universities are maximizing their economies and efficiencies through co-operative efforts, collaborative arrangements, a rigorous review of ancillary and administrative operations, and the generation of revenue from non-government sources.

In addition, the Working Group reviewed the corridor funding system and its evolution over the last 15 years, summarizing key objectives shared to varying degrees by the government and universities for the university

sector, and assessing the extent to which all objectives could be advanced within the evolved corridor system. A model for estimating price-related costs increases in universities was also developed.

Editor's Notes: Co-Chair Robert Christie was appointed Deputy Minister of Finance in August 2000; Kevin Costante, who became Deputy Minister of Training, Colleges, and Universities during the same period, is his successor as Co-Chair of the Working Group.

On August 23, 2000, the Working Group met to review recent developments and initiatives by government, including those relating to SuperBuild, the new policy on tuition for the period 2000-2004 and operating grants for the 2000-2001 fiscal year, the Ontario Research and Development Challenge Fund, the Ontario Innovation Trust, the Premier's Research Excellence Awards, the new Ontario Research Performance Fund, and the new Task Force on Investing in Students.

Working Group Advises Government on University Research

A joint Working Group on University Research, comprising senior representatives from government and Ontario universities, was formed in 1999 to advise government on ways to support basic and applied research in all academic disciplines, to further the universities' economic, educational, social, and cultural missions.

The Working Group, co-chaired by Ken Knox, then Deputy Minister of the Ministry of Energy, Science and Technology, and Dr. Ian Clark, President of COU, was created to:

- review the findings of *Growing Ontario's Innovation System: The Strategic Role of University Research*, a study by University of Toronto professor Heather Munroe-Blum;
- recommend ways to increase Ontario's share of research funding from national granting councils and other federal bodies;
- recommend ways to improve and strengthen existing Ontario programs in support of university research;
- recommend ways to encourage knowledge transfer from university research; and
- act as a sounding board for potential government initiatives that could affect university research.

Report Documents Opportunities, Challenges in Use of Learning Technologies

The COU Task Force on Learning Technologies was created in 1999 to examine opportunities and barriers to the use of learning technologies in universities, from a systemic perspective, and to make recommendations for their effective use. The Task Force released its findings in winter/spring 2000 in a report entitled *A Time to Sow*. The report addresses the issues of strategic planning, creating a more supportive environment for the use of learning technologies, and the need for significant investment from governments, the private sector, and universities to realize the potential of learning technologies within Ontario universities.

Task Force Chair David Johnston, President of the University of Waterloo, noted the timeliness of the recommendations in light of the coming enrolment surge and the urgent need to recruit faculty – pressures that create a very narrow window of opportunity for making decisions regarding the use of learning technologies to support teaching and learning effectiveness at Ontario universities.

The Task Force was composed of senior representatives from government, the communications and information technology sectors, and universities.

The report can be viewed on-line at the COU web site (www.cou.on.ca).

Task Force Aims to Build Public Support for Higher Education

In an effort to heighten public awareness of major issues in higher education, the Task Force on University Advancement, chaired by Dr. Ross Paul, President of the University of Windsor, was established in 1999 to:

- identify the challenges and opportunities involved in increasing public awareness of and support for higher education in Ontario;
- suggest ways of using existing university instruments for alumni relations, communications, and development to raise awareness levels;
- suggest ways of increasing alumni support;
- identify areas and specific initiatives in which collective action is desirable and which organization would be best placed to co-ordinate such action; and
- propose specific initiatives such as seminars and media events to further the interests and objectives of Ontario universities and their constituent groups, collectively and individually.

The Task Force submitted a proposal to COU in October 1999 outlining an overall goal and approach, defining its complementary messages, and suggesting mechanisms to deliver these messages.

Canadian and U.S. Universities Trade Perspectives on Graduate Education

The Ontario Council on Graduate Studies (OCGS) and the Northeastern Association of Graduate Schools (NAGS) co-hosted a three-day conference, *The Future of Graduate Education*, in Toronto during April 2000. NAGS is one of the four regional affiliate organizations of the Council of Graduate Schools in Washington D.C., encompassing universities in Eastern Canada and the northeastern quarter of the United States.

The joint OCGS-NAGS conference addressed similarities and differences in the approaches of Canadian and U.S. institutions to major issues in graduate education such as intellectual property, graduate studies, and research; research and professional ethics; distance learning; admissions issues (on-line applications and admissions fraud); and enhancing access for minorities and students from deprived economic backgrounds. Each session included presentations from both Canadian and American panelists. Participants included an equal number of Canadian and American graduate deans and administrators, university faculty and graduate students, and representatives from granting councils and other organizations concerned with graduate education.

Awards were presented to students (for the outstanding master's thesis and doctoral dissertation) and faculty (for outstanding graduate teaching and graduate mentoring). At a reception sponsored by the Ministry of Training, Colleges and Universities, Tina Molinari, Parliamentary Assistant to the Minister, acknowledged the importance the government attaches to graduate education. She also singled out the Ontario Council on Graduate Studies for the significant role it plays in appraising the quality of Ontario's graduate programs.

Seven-Year Quality Audit of All Ontario Undergraduate Programs Continues

To maintain and enhance the quality of undergraduate education, Ontario universities implement a regular process of undergraduate program review (UPR) within each institution according to the guidelines issued by the Undergraduate Program Review Audit Committee (UPRAC), under the authority of the Ontario Council of Academic Vice-Presidents (OCAV). In turn, auditors appointed by OCAV conduct a thorough audit of the UPR process.

This audit procedure was designed to satisfy the need for public accountability identified in the Broadhurst report of 1993. The auditors assess whether the university's policies and procedures governing the undergraduate program review process are consistent with the UPRAC guidelines, and whether each individual undergraduate program review was conducted according to the university's policies. All reviews must include a thorough self-evaluation by the faculty of their program's strengths and weaknesses, and an assessment by at least one external consultant.

An audit entails a detailed assessment of the documentation provided by the university and is followed by an on-site visit. During the visit, the auditors meet with the academic vice-president, deans, and representatives from the programs whose reviews were selected for audit, as well as with members of the senate committee responsible for curricular and academic standards.

The audit program began in 1997 and, ultimately, the undergraduate programs of all Ontario universities will be audited over the course of a seven-year period.

Working Group Examines Performance-Based Funding

In March 2000, the Ministry of Training, Colleges and Universities (MTCU) announced that, for the first time, a portion of operating grants to universities will be distributed based on performance. In the 2000-2001 academic year, $16.5 million of the approximately $1.7 billion in university operating grants will be tied to three performance indicators: graduation rates, graduate employment after six months, and graduate employment after two years. In response to concerns raised by the university community regarding the link to funding and the indicator methodologies, a joint MTCU/COU Working Group on Performance Funding was established in June 2000. The Working Group will:

- define principles for consideration in developing an approach to performance-based funding;
- review existing performance-based approaches in other jurisdictions to decide best practices;
- determine what, if any, indicators (requiring identification, definition, and methodologies for calculation) could be used as the basis for a performance-based funding envelope; and
- develop an understanding of how a performance-based envelope would practically work year to year to ensure that all stakeholders understand the full implications.

Membership was drawn from MTCU and from seven Ontario universities. The Working Group will summarize its findings and provide recommendations in a written report to the Minister for consideration for 2001-2002.

COU Involvement in Secondary School Reform Strives to Ensure Students Are University-Ready

With the new secondary school curriculum for Grade 11 set for implementation in September 2001, COU's member institutions have devoted considerable effort to advising students of the implications of the new regulations for their choice of senior high school courses, and to establishing admission requirements for graduates of the new program.

As a first response, the universities adopted guidelines establishing the general practices that would govern admission policy within the provincial university system. The guidelines were developed on behalf of the universities by the Ontario Universities' Council on Admissions (OUCA) in consultation with the Ministry of Education and the Ministry of Training, Colleges and Universities (MTCU).

Over the past months, parents and school counselling services have urgently pressed both the Ontario Universities' Application Centre and university admissions' offices for

information to help university-bound students choose appropriate courses within the new school program of study. COU published the guidelines, along with other information about issues related to secondary school reform, in a newsletter entitled *The Knowledge Track*, which was broadly distributed to schools, students, and parents in June 2000.

In June 2000, the Ministry of Education released the policy documents describing the new Grade 11 and Grade 12 courses, initiating the next phase of COU's involvement with the secondary school curriculum. Some issues, notably questions related to student evaluation and the reporting of student grades, need to be discussed and clarified. (See next item.) Now that the course material is available, the universities will begin to develop specific admission regulations based on their analysis of the new courses. Once the prerequisite requirements are established, the information will be distributed widely so that students can make informed choices when they select their Grade 11 courses for September 2001.

Representatives of Ontario universities participated in a review of the Grade 11 and Grade 12 University (U) and University/College (U/C) preparation courses in their draft stage on the assumption that, since these courses were in a destination stream designed to prepare students for study at the university level, members of the academic community should evaluate their appropriateness for that intention.

Recognizing the importance of continuity between the senior high school program and introductory university studies, COU and the universities hope for continuing involvement with secondary school reform as new courses are introduced, monitored, and refined. COU is working with the Ministry of Education and MTCU on a plan, modelled on the Curriculum Validation Process, intended to engage academics in the implementation and evaluation of the new courses and in a projected quality assurance program that would subject the new curriculum to a periodic review cycle.

Student Evaluation Under Secondary School Reform Concerns Universities

In May 2000, the COU Task Force on Secondary School Issues met with the Education Quality and Accountability Office (EQAO) to discuss student evaluation and grade reporting in the new secondary school program of studies. Task Force Chair Claude Lajeunesse, President of Ryerson University, spoke of the universities' general unease as to whether the new grading scheme would deal with their concerns about these issues.

EQAO's Chief Executive Officer Joan Green responded that since the role of EQAO in testing Grade 12 students had not yet been determined, she could not deal specifically with the approach her organization might take or be asked to take. However, all those present at the meeting agreed on the value of an in-service program that would monitor grading practices and allow teachers to benefit from the review of standards and measures of evaluation.

The Task Force, with advice from EQAO staff, plans to make a recommendation to COU to support a mechanism for monitoring grading practices and standards within the new curriculum.

Shaping the Future

Task Force on Labour Market Issues Publishes Report

The COU Task Force on Labour Market Issues, chaired by Carleton University President Richard Van Loon, published its findings on the labour market needs of the biotechnology, cultural, and information technology sectors in 1999. *Sectoral Skill Needs: The Role of Universities* focuses on two key concerns – the curricula of university programs whose graduates gravitate to jobs in associated industries, and continued skill development for people working in these sectors.

Office for Partnerships for Advanced Skills Hosts Three Sector Symposia

In response to recommendations by the COU Task Force on Labour Market Issues, the Office for Partnerships for Advanced Skills (OPAS) co-ordinated three sector symposia in 1999-2000 to promote university-industry dialogue on employability skills and to provide a vehicle for the exchange of ideas between the two "communities." Reports from all three symposia can be found on the OPAS web site (www.opas-partnerships.com).

Symposium on the Cultural Sector

Hosted by OPAS in partnership with the Cultural Human Resources Council and Cultural Careers Council Ontario, this symposium drew more than 40 participants from Ontario cultural organizations and universities. Discussions included curriculum development needs, making the transition from university to Ontario's cultural labour force, and professional development, with a particular focus on how to develop a timely and cost-effective response to the needs of the self-employed. The ideas generated at the event will be used to enhance working relationships among cultural institutions and Ontario universities. Held on May 18, 2000,

the symposium was co-chaired by Dr. Lorna Marsden, President of York University, and Peter Herrndorf, Director General and CEO of Ottawa's National Arts Centre.

Symposium on the Auto Parts Sector

Co-hosted by OPAS and the Auto Parts Manufacturing Association (APMA), this symposium brought together representatives from 10 Ontario universities and 11 auto parts manufacturing companies to discuss curricula and training issues that affect the auto parts sector. The September 22, 1999 symposium was co-chaired by Dr. Ross Paul, President of the University of Windsor, and Don Amos, Executive Vice-President of Human Resources, Magna International.

Symposium on the Biotechnology Sector

Co-hosted by OPAS and the Biotechnology Human Resource Council (BHRC), this symposium focused on the issues of research funding, university curricula, and continued learning for the biotechnology workforce. Co-chairs for the symposium, held on January 21, 1999, were Dr. William Leggett, Principal of Queen's University, and Graham Strachan, CEO of Allelix Biopharmaceuticals. Discussion and findings were published in a report entitled *Biotechnology Symposium Proceedings.*

Conference Explores Challenges of Building Competitive City Regions

On November 17, 1999, COU – in partnership with the Office for Partnerships for Advanced Skills (OPAS), Canadian Urban Institute, Ministry of Economic Development and Trade, Association of Colleges of Applied Arts and Technology of Ontario, Industry Canada, and Human Resources Development Canada – hosted a conference on *Building Competitive City Regions in the Knowledge Economy: The Power of Business-Community-Educator Partnerships.*

More than 150 representatives of universities, colleges, government, and industry attended the conference, which was chaired by the Hon. David Crombie with Steve Paikin, host of TVO's *Studio 2*, as facilitator. Keynote speakers included Dr. Paul Davenport, Chair of COU and President of The University of Western Ontario, and David Lindsay, CEO of the Ontario Jobs and Investment Board. A number of speakers, including Michael Lazaridis, Co-CEO of Research in Motion, stressed the importance of university-based research in developing and sustaining the knowledge-based enterprise that contributes to an area's economic viability.

Minister Announces Continued Support for the Office for Partnerships for Advanced Skills (OPAS)

At the April 2000 meeting of the OPAS Board of Directors, Dianne Cunningham, Minister of Training, Colleges and Universities, expressed her appreciation and high regard for the work of OPAS, and announced her ministry's continued support of the office over the next four years.

With Students, Parents, and the Public

COU, Universities Post Results of Second Annual Graduate Placement Survey

For two consecutive years (1998-99 and 1999-2000), the Ontario Universities' Application Centre has conducted a survey, on behalf of COU, of the employment experiences of alumni of undergraduate university programs in Ontario. The first of these annual surveys polled 1996 graduates; the most recent tracked the Class of 1997.

The survey of 1997 graduates reinforced the previous year's findings – that Ontario graduates are doing exceptionally well in today's job market. The data showed that 93.1 percent of 1997 graduates were employed within six months of graduation and that the employment rate climbed to 96.4 percent two years after graduation. A total of 19,614 graduates participated in the most recent survey, which represents 45 percent of the Class of 1997.

On May 8, 2000, all Ontario universities made the survey results and other information about their institutional performance available on their own web sites. The survey findings can also be viewed on the COU web site (www.cou.on.ca).

COU Newsletter Aims to Help "Double Cohort" Students Plan Ahead

COU has launched a newsletter to help university-bound high school students and those who assist in their education planning make the best choices in their secondary school programs of study. *The Knowledge Track*,

which debuted in June 2000, highlights important developments in today's changing educational landscape in Ontario, with an emphasis on secondary school reform and Ontario universities.

Ontario universities are very aware that students, parents, teachers, and guidance counsellors have many questions about the impact of secondary school reform on students who intend to pursue university studies, especially as the issues and implications surrounding the new curriculum continue to evolve. *The Knowledge Track* will be produced regularly between 2000 and 2003-2004 – the years during which enrolment demand will be peaking in Ontario universities – to provide readers with the best information that is available at the time to support students' planning.

The newsletter is mailed to Ontario high schools and universities and is posted on the web sites of COU, the Ontario Universities' Application Centre, and individual universities.

OSAP Default Rates Published: Show Rates Declining

The 1999 OSAP default rate for Ontario universities was 8.4 percent, representing a 31.7 percent decrease from last year's default rate of 12.3 percent. Over the same period, the default rate was 20.1 percent for colleges and 31.0 percent for private vocational schools. The 1999 default rates reflect the repayment status of students who were issued Ontario student loans in the 1996-97 academic year and completed or exited their studies in 1996-97. To calculate default rates, student loan recipients/defaulters are assigned to the last institution or program they attended in 1996-97. The status of the loans was assessed as of July 1999 or two years after beginning repayment.

Developing New and Enhanced Services for Students

Ontario College-University Transfer Guide a "Hit"

The Ontario College-University Transfer Guide (OCUTG) web site went "live" as planned on December 1, 1998, with all 17 of Ontario's universities and 20 of the 25 colleges of applied arts and technology participating.

The web site – www.ocutg.on.ca – is a comprehensive guide to the diverse postsecondary collaborative learning opportunities available in Ontario. Its searchable database provides information about institutional credit-transfer policies, articulation and credit transfer agreements, and collaborative programs and articulation among Ontario's colleges and universities. Visitors can search for information by agreement type, discipline, program, institution, and geographic location. At the time of its launch, the web site featured some 1,200 agreements between Ontario colleges and universities.

The project was managed by the College-University Consortium Council (CUCC) in partnership with the application centres, which delegated the technical construction of the web site to Ontario College Application Services (OCAS).

The regular number of monthly "hits" has confirmed that the web site is a valuable resource. In 1999, the web site underwent a technical upgrade and content review. Through consultation with stakeholders, the CUCC defined the improvements that will enhance the guide's value to students, teachers, counsellors, and researchers for postsecondary educational planning purposes.

As of September 1999, all institutions have been provided with an electronic tem-

plate that lets them enter the terms of their out-of-province agreements on their own web site and link their web page to the guide.

Ontario Universities' Application Centre (OUAC) Prepares for the Double Cohort

OUAC will meet the challenge of the double cohort one year before these high school students actually begin arriving on university campuses. When the 2001-2002 applications processing cycle begins, the Centre expects to see a rise both in the number of applicants and in the number of multiple applications to institutions or programs, in light of the increased competition for university admission.

Permitting applicants to amend their program selections over the web will reduce some of the increased workload, but the task of processing upwards of 50,000 additional applications during the double cohort years remains daunting. The staff is confident, however, that with the careful planning currently underway, the Centre will be able to maintain a high level of operational efficiency. OUAC will relocate to an expanded facility in April 2001 and looks forward to continuing to offer its ever-growing, award-winning services to Ontario universities and their applicants from its new location in Research Park off Stone Road in Guelph.

Electronic Transcript System Wins International "Best Practices" Award

On November 9, 1999, the Postsecondary Electronic Standards Council named the Ontario Universities' Application Centre (OUAC) the winner of its 1999 Best Practices competition for work on the Ontario Universities' Electronic Transcript System (OUETS). The Washington-based organization is a coalition of colleges and universities, government agencies, higher education associations, lenders, guarantors, and data software and service providers.

The OUETS submission, *A Model of an Electronic Standardization Initiative*, outlines the efforts to use standardized data definitions, data formats, encryption protocol, and process to manage the ordering, distribution, and receipt of academic transcripts across Ontario's university system in support of province-wide applications for admission.

For students and administrators alike, the process is simple, speedy, accurate, and highly cost-effective. Applicants record their university student number on a transcript request form that accompanies their admission application. OUAC's computer retrieves the data from the universities the applicants have attended and transfers that data electronically to the universities selected on their application form. This automated process, using the international EDI data standard, ensures the transfer of complete and accurate data, virtually eliminating fraudulent transcripts. Applicants pay a fee for each transcript requested, and this entire fee is transferred to the universities.

Most Ontario universities are participating because the efficiencies are substantial. Some have also incorporated programming that automatically calculates admission averages from the electronic data. In 1998-99 alone, 35,054 transcripts were processed through this system, and $281,872 in transcript fees was distributed to the universities. The universities also saved the expense of producing hard-copy transcripts and mailing them to participating institutions.

In the near future, access will be extended to universities and colleges outside Ontario, and transcripts for non-applicants

(such as graduate students and teacher certificate candidates) will also be routed through this system.

Popular Web-Based Application Service Adds Processing Divisions

The Ontario Universities' Application Centre (OUAC) launched a web application site for international students in 1999 and another for non-secondary domestic students on January 31, 2000.

In 1999 alone, more than 7,500 applicants used OUAC's international application service. The domestic site attracted close to 50 fee-paying applicants within 48 hours of its launching. The international site allows applicants from around the world to apply on-line for undergraduate admission to Ontario universities, as well as gain access to detailed information on each university and its application process. The domestic site permits applicants to pay the application service fee on-line and transfer university transcripts among Ontario universities electronically using OUAC's award-winning electronic transcript system.

Editor's Note: Applicants to the province's teacher education programs began to apply via this user-friendly automated process on September 18, 2000. Planning is underway to bring the medical school processing division on-line for the 2001-2002 cycle. Domestic web applications are available in both official languages.

New Applications Process for Rehabilitation Sciences Programs Established

A primary focus of the Ontario Council of University Programs in Rehabilitation Sciences (OCUPRS) in 1998-99 was to work with the Ontario Universities' Application Centre in developing a centralized admission service for audiology, occupational therapy, physical therapy, and speech-language pathology programs. As a result of this collaboration, at the start of the 2000 application cycle, students were able to apply to rehabilitation sciences programs through the Ontario Rehabilitation Sciences Programs Application Service (ORPAS). OCUPRS publishes an annual inventory of rehabilitation sciences research projects and researchers, and is committed to increasing the profile of and funding for rehabilitation research and personnel.

OUAC's Efficiency Honoured by Canada Post

The Ontario Universities' Application Centre (OUAC) was honoured by Canada Post early in 2000 for its efficiency in large-volume mail handling; for its high level of computerization, automation, and accuracy in addressing and packaging its shipments; and, consequently, for its high level of cost-effectiveness. As one of the largest and most automated Post Office clients in the region, OUAC handles an estimated 650,000 pieces of mail each year.

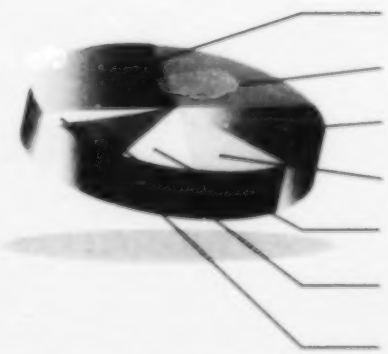
financial
INFORMATION

JULY 1998 TO JUNE 2000

COU HOLDING ASSOCIATION INC.

OPERATING INCOME FOR YEAR ENDED JUNE 30, 2000

Membership Subscriptions	$3,116,396	90.3%
Application Centre Transfer*		
Interest Income	333,082	9.7%
Total	$3,449,478	100.00%



EXPENSES FOR YEAR ENDED JUNE 30, 2000

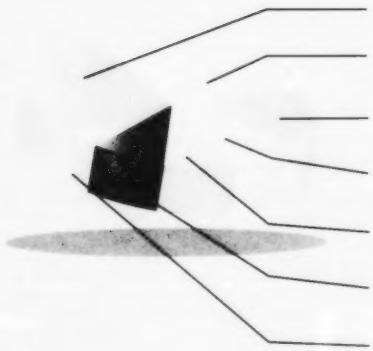
Administration and Services	$903,458	28.7%
Research, Analysis and Policy	696,670	22.1%
Public Affairs	547,483	17.4%
Inter-University Transit System	367,833	11.7%
Ontario Council on Graduate Studies	247,698	7.8%
Special Projects/Other	280,191	8.9%
Amortization of Capital Assets	108,900	3.4%
Total	$3,152,233	100.00%

** Note: The Application Centre Transfer was redirected to member institutions in 1999-2000.*

COU Holding Association Inc. is the corporation responsible for the financial and business operations of Council. The directors of the corporation are the COU chair, vice chair, president, secretary/treasurer, and two members of the senior directors group.

OPERATING INCOME FOR YEAR ENDED JUNE 30, 1999

Membership Subscriptions	$1,868,297	61.2%
Application Centre Transfer*	956,100	31.3%
Interest Income	227,578	7.5%
Total	$3,051,975	100.00%



EXPENSES FOR YEAR ENDED JUNE 30, 1999

Administration and Services	$947,349	30.1%
Research, Analysis and Policy	752,891	23.9%
Public Affairs	465,763	14.8%
Inter-University Transit System	372,499	11.9%
Ontario Council on Graduate Studies	264,341	8.4%
Special Projects/Other	246,256	7.8%
Amortization of Capital Assets	97,546	3.1%
Total	$3,146,645	100.00%

COU SECRETARIAT

Administration

This unit, whose members include the Secretary to Council, facilitates the conduct of Council business and the work of the COU Secretariat with respect to Council and is responsible for the general administration of the Secretariat.

Daily mail delivery of items such as inter-university mail, library materials, and teaching equipment is provided by the Inter-University Transit System (IUTS), a cost-effective mechanism for routing some 250,000 library items and over $400,000 worth of mail between and among Ontario universities each year.

Finance and Corporate Planning

This unit is responsible for the financial accounting, reporting, budget development, and financial planning aspects of COU and its affiliated organizations, including treasury, funds management, and investment. Finance and Corporate Planning also has responsibility for COU's computer information technology activities.

Office for Partnerships for Advanced Skills

The Office for Partnerships for Advanced Skills (OPAS) provides a central point of access to advanced training opportunities at Ontario universities. OPAS also provides a vehicle for ongoing university-industry partnership to promote strong employment skills and a commitment to lifelong learning. OPAS undertakes a number of initiatives to foster improved relations between the university and business communities. Its success in this important mandate has led to the development of a national network of partnerships, the first of which was begun in British Columbia in 2000. The OPAS Board of Directors is composed of senior-level representatives of Ontario universities, leading executives from industry, and representatives of both the federal and provincial governments. *(www.opas-partnerships.com)*

Office of Health Sciences

The Office of Health Sciences supports and provides policy advice to COU affiliates that represent various branches of the academic health-sciences community. It is playing an important role in helping this community respond to changes in provincial health-care policy.

Ontario Council on Graduate Studies

The Ontario Council on Graduate Studies evaluates Ontario universities' graduate programs to ensure quality standards. The recent innovation of adding audits of the undergraduate program review process complements and strengthens the commitment to quality.

Ontario Universities' Application Centre

The award-winning Ontario Universities' Application Centre (OUAC), a division of COU, provides centralized processing of applications to the province's undergraduate, medical, law, and teacher education programs as well as to the Ontario College of Art & Design and selected graduate programs. OUAC provides efficient service to applicants and reduces duplicate effort and cost on the part of universities. OUAC also produces a variety of statistical reports and research studies each year. *(www.ouac.on.ca)*

Public Affairs

Public Affairs provides timely information on university-related issues to the university community, government, stakeholder groups, and the general public through regular and special publications, communiqués, and reports, through the co-ordination of special events, and through a range of other initiatives that support COU's advocacy on behalf of Ontario universities.

Research, Analysis and Policy

Information gathering and policy research are among COU's most important services to the university sector. The Research, Analysis and Policy (RAP) division gathers, analyzes, and publishes statistics on a wide variety of topics including enrolment, faculty, finances, physical facilities, health sciences, and university applications. These findings are published in a variety of reports and policy papers available to government, the university community, and the general public; they are also used to support advocacy initiatives. RAP also supports the activities of a number of COU affiliates and relies on these affiliates for advice in a host of policy areas.

COMPOSITION OF COUNCIL

JULY 1, 1998 TO JUNE 30, 2000

Prof. J. Robert S. Prichard, President
University of Toronto
Chair: July 1, 1997 to August 31, 1999
Past-Chair: September 1, 1999 to June 30, 2000

Dr. Paul Davenport, President
The University of Western Ontario
Vice-Chair: July 1, 1998 to August 31, 1999
Chair: September 1, 1999 to June 30, 2001

Dr. Ian Clark
President

Ms. Sue West
Secretary to Council

STANDING COMMITTEES

Executive Committee
Committee on Employment and Educational Equity
Committee on Government and Community Relations
Committee on Nominations
Committee on Policy and Planning
Committee on Relationships Between Universities and Colleges of Applied Arts and Technology
Committee on Space Standards and Reporting
Committee on the Status of Women in Ontario Universities

SPECIAL/AD HOC GROUPS

COU-MTCU Steering Committee
Ontario Commission on Interuniversity Athletics
Ontario Universities' Application Centre Advisory Board
Task Force on Degree Granting
Task Force on Labour Market Issues
Task Force on Learning Technologies
Task Force on Ministerial Consents
Task Force on Ontario Student Assistance Program (OSAP)
Task Force on Postsecondary Interest Registry
Task Force on Provincial Auditor's Report
Task Force on Secondary School Issues
Task Force on Student Assistance
Task Force on University Advancement
Working Group on Institutional Degree-Completion Rates
Working Group on Nursing Baccalaureate Education
Working Group on Performance Funding
Working Group on Post-Diploma Degrees
Working Group on Prior Learning Assessment
Working Group on the Student Equivalency Program (STEP)
Working Group on University Capacity (joint with the Government of Ontario)
Working Group on University Research (joint with the Government of Ontario)

AFFILIATES

Association of Computing Services Directors
Association of Ontario University Human Resources Professionals (OUHRP)
College-University Consortium Council (CUCC)
Committee of Deans and Directors of Ontario Schools of Social Work
Committee of Deans of Ontario Faculties of Law
Council of Chairs of Ontario Universities (CCOU)
Council of Deans of Arts and Science of Ontario Universities (CDAS)
Council of Environmental Health and Safety Officers – Universities of Ontario
Council of Finance Officers – Universities of Ontario (COFO-UO)
Council of Ontario Deans of Engineering (CODE)
Council of Ontario Faculties of Medicine (COFM)
Council of Ontario University Programs in Nursing (COUPN)
Council of Senior Administrative Officers – Universities of Ontario (CSAO-UO)
Council on University Planning and Analysis (CUPA)
Office for Partnerships for Advanced Skills (OPAS)
Ontario Association of Deans of Education (OADE)
Ontario Association of Physical Plant Administrators (OAPPA)
Ontario Committee on Student Affairs (OCSA)
Ontario Council for University Lifelong Learning (OCULL)
Ontario Council of Academic Vice-Presidents (OCAV)
Ontario Council of Library Schools
Ontario Council of University Programs in Rehabilitation Services (OCUPRS)
Ontario Council on Graduate Studies (OCGS)
Ontario Council on University Libraries (OCUL)
Ontario Council on University Research (OCUR)
Ontario Interdisciplinary Council for Aging and Health (OICAH)
Ontario Universities Public Affairs Council (OUPAC)
Ontario Universities' Council on Admissions (OUCA)
Ontario University Registrars' Association (OURA)

COU SECRETARIAT

Administration
Finance and Corporate Planning
Office for Partnerships for Advanced Skills
Office of Health Sciences
Ontario Council on Graduate Studies
Ontario Universities' Application Centre
Public Affairs
Research, Analysis and Policy

The Council and secretariat staff would like to thank everyone who served on these and other committees during the period of July 1, 1998 to June 30, 2000. Their work makes it possible for COU to achieve its objectives.